

IMPACT OF CPD ON PUPIL OUTCOMES (2016-2017)

CPD Budget Allocations 2016/17:

Classroom Support Staff £3500

Management and Governors £3000

Other staff £500

Teaching and Learning £6000

Whole School £6000

Description of CPD Activities, Learning and Impact

- We have a whole school view of the areas of professional development important for each coming year and we discuss any requests against the CIP.
- The 1st Sept 2016 training day had a focus on understanding ASD and developing consistent strategies across the school. This is in response to the increased number of complex ASD pupils across the school and a few difficulties that arose in their inclusion in mainstream classes. The ASD advisors then picked up the focus and worked with two six-weekly programmes of more detailed learning about ASD including exploring strategies and scenarios with targeted staff, in order to personalise provision for ASD pupils.
- The 2nd Sept 2016 training day offered a refresher on whole-school phonics as well as sessions around coping with bereavement and dyscalculia (which offered resource recommendations for immediate use with our pupils who have difficulties recommending and understanding the value of number as well as support and information with how to teach these pupils).
- The required safeguarding updates for level 3 were undertaken by PAPS, AMW and KB, along with various first aid updates and food hygiene certificates.
- We have sent staff upon 'Managing Allegations against staff' and 'Managing Incidents of Sexting' in order to update our knowledge about keeping our whole community safe, as well as Inclusion Briefings to stay abreast of current practice.
- Learning Triads involved all teachers in 2016-17. The triads had a direct impact on the outcomes for pupils as teachers had the opportunity to observe practice across the school and implement it in their own classrooms; we use aspects of the Lesson Study Approach with a direct focus on pupil learning. 21 staff in 7 triads took part in the programme this year and there have been some developments in practice arising from these. One example of impact was in the triad of the newly appointed Computing teacher (and Subject Leader) with two primary teachers, working together to explore suitable software for our pupils. This enabled the new Computing teacher with a secondary background to observe experienced practitioners in the primary area of the school and also to develop a working relationship which will enhance the curriculum in future.
- TADSS continues to deliver opportunities for CPD that are directly relevant to staff working in special schools. The April TADSS Conference has a direct impact on practice in the classroom and has enabled staff to continue to support pupils to make good or outstanding progress across a wide range of areas. This is reflected in the thought and detail that goes into the organisation of each class as outlined in the class rationales. The April 2017 Conference held the theme of 'high aspirations for all pupils' and challenged the thinking of all staff in various ways in terms of expectations of our pupils. Baroness Tanni Gray-Thompson gave the keynote speech in order to open our minds to what might be possible for our pupils. The current TADSS CPD programme reflects requests from staff across the 5 schools – for example "Feeling Right,

Learning Well” (October 2016) was a direct response to staff need and developed thinking and expertise around sensory needs. The TADSS programme has also addressed the development of middle leaders with two days training around Ofsted inspection focus and leading an area of the curriculum and a team.

- Belonging to TADSS has enabled staff to take advantage of the range of leadership expertise that exists across the partnership, to observe practice across other schools, reflect upon their own and adapt it to improve outcomes for pupils. During 2016-17 we sent two teachers upon Internship Days at other TADSS schools.
- The TADSS Assessment Group has been newly formed in 2016-17 with a watching brief on ‘life without levels’ and current shifting practice in assessment. The group aims to support all schools with a rotational programme to interrogate and challenge assessment practice. Mission statement: we assess what we value. The focus of this group’s work will keep a focus on meaningful outcomes for all pupils.
- One teacher also taken part in a TADSS research project around the development of pupil independence in special schools. The teacher has also shared thinking with the whole-school staff, implemented some new approaches with pupils and gathered staff opinions and suggestions. This work will now move forward in 2017-18 with a new project and further staff involvement.
- The TADSS Subject Leader Groups have also led to some projects that have had a significant impact on pupils across all the 5 schools. The RE Subject Leader Group planned and created a “Diwali Week” that was set up at Beaucroft in the Autumn Term. Pupils from all the schools were able to attend. The TADSS Music Subject Leader Group organised another excellent day for pupils who were chosen to attend and make ukuleles because of the particular enjoyment and benefit they get from music.
- All staff received STEPS training at the first level in order to roll out a new approach with the aim of reducing physical interventions to zero. After intensive trainer training, we were able to deliver in-house for the first level ‘STEP On’ training (with some support from TADSS colleagues).
- Some members of staff have an on-going coaching programme with David Higham (School and TADSS Governor).

The external and internal grids which follow capture the full range of CPD undertaken.

SUMMARY OF EXTERNAL CPD 2016-17

Course/Conference	Staff involved	Impact on Pupil Outcomes
PEIC-D	TR, BR, LB, AW, KB,	<ul style="list-style-type: none"> • Very useful approach which will help us to pinpoint a child's development in terms of interactive skills and then to work in tiny steps from there • Developing understanding of how to apply the small step focus and repetition to move pupils progress with interaction forwards • Learning new ways to interact at a low level (especially for a selective mute pupil in Chesil)
ELKLAN	SC, RH	<ul style="list-style-type: none"> • Expertise around early spoken language intervention with many practical suggestions for intervention work which we will use • Increased awareness of the communication chain and why pupils may not be able to say certain sounds • Suggestion of 'play' as a taught intervention which we will trial with a pupil from Sept. 2017 • Review of current interventions and some adaption of work being undertaken as a result of new knowledge
CEOPS	MD, JD, ET, KM	<ul style="list-style-type: none"> • Updated e-safety advice given and brought back into school, directly informing the e-safety curriculum • Access to new resources made clear and will be shared with colleagues • Deeper understanding of dangers and the impact of poor e-safety upon our pupils • E-safety teaching remains a priority for our pupils • Directly used in planning e-safety resources and curriculum for 2017-18 (MD and ET)
7-day Attachment Lead Training (started January 26 th and completed November 2016)	LW/AE/KS/RD /NP/KH/SB /CC/AMW	<ul style="list-style-type: none"> • Highlighting awareness of attachment needs. • We have formed a group to implement the attachment lead strategies in school • Each participant on the course has selected a particular student to focus on during the course and will during the later stages of the course apply more of the strategies suggested. • The vulnerable children group meets fortnightly and will discuss needs as they arise in relation to attachment
Response to the Rochford Review Conference	SSa	<ul style="list-style-type: none"> • Reflection around current practice, particularly around the engagement profile • Validation that we do report upon the whole child and all aspects of learning and life, not just levels • Few of our children remain in P scales beyond KS1 and they do work for those that do – clarity of this gained • We will continue to use the 'engagement profile' and for all our learners, not just those in P scales, in fact there is quite a tide swelling around engagement, curiosity, motivation etc.
Signalong Tutor Conference	BR/ RH	<ul style="list-style-type: none"> • Tutors will start training all staff in use of Signalong in Autumn Term 215 • Planned outcome for pupils is that all will be supported by use of signed as well as spoken language – with an increased understanding of what is required/being explained
Computer science at KS2	MD	<ul style="list-style-type: none"> • Learned to use Kodu and can see the benefits of this software for our setting and our pupils • Introduction to Code.org and effective resources for modern learners • Primary computing lesson plans cascaded to staff

ICT/Computing Conference	MC	<ul style="list-style-type: none"> • Lots of free or inexpensive resources showcased which are now being cascaded to staff • Direct impact upon pupils in terms of exciting and engaging resources for cutting-edge learning • New thinking in computing clearly signposted and will inform our curriculum development
RRS level 1 - 2	ET	<ul style="list-style-type: none"> • Clear information to structure our move from level 1 RRS to level 2 • Understanding the benefit to our pupils that this will bring • Chances to network and talk through ideas • Clear understanding gained of what our school reps should do to move us towards level 2
Dealing with Self-Harm	JH, AF, SB, CS, JKM	<ul style="list-style-type: none"> • Clear guidance and discussion about how best to support pupils who self-harm • Clear guidance about what not to do and what doesn't help • Understanding the triggers, warning signs and adult reactions • Learning of displacement strategies to use with the young person
English Good Practice Conference	CS	<ul style="list-style-type: none"> • Updated knowledge of curriculum issues and new ideas for good practice gained from mainstream colleagues • A focus on writing and how to support the process of writing
Dealing with Anxiety	AF, JH, SD	<ul style="list-style-type: none"> • Clear explanations of all aspects of anxiety • Clear strategies of what to do with students for best effect including not allowing our pupils to always avoid what makes them anxious as this amplifies the anxiety
Dealing with OCD	JH, SD, LW	<ul style="list-style-type: none"> • An overview of the theory • Insight into understanding OCD including some of the science • Useful strategies to support pupils who have OCD including the right questions to normalise repetitive behaviours
Interactive Learning with Google	MD	<ul style="list-style-type: none"> • Understanding of a new platform to give a different, visual, innovative way of learning • Demonstration of possibilities for classroom practice with hands-on time to experiment • Going to trial with a small group at school
BETT conference	RG	<ul style="list-style-type: none"> • Learned about new products to market • Meeting new and current suppliers which helps to evaluate new technologies • Shared learning with apprentice colleague and Computing lead • Keeping abreast of new ideas
Substance Misuse	DB	<ul style="list-style-type: none"> • Understanding the complex issues around drug taking in both children and parents • Learning how to develop resilience • Learning which agencies provide interventions • Directly applicable to one pupil now who needs motivational conversations
Reading Refresh	AR	<ul style="list-style-type: none"> • Many reading strategies for our pupils and multiple ideas for teaching • Deeper understanding of the act of reading and pupil development of vocabulary, cultural development, emotional development etc. • Demonstration of visual texts as a way to support our pupils develop the motivation to read

Big Jurassic Coast Classroom	SD	<ul style="list-style-type: none"> • Lots of lesson ideas with exciting practice and resources brought back to school for our Jurassic Coast topic • Learning about cross-curricular learning using the coast • Fed into our Art curriculum around the topic too, spring term 2017
Half Events Catering conference	JC	<ul style="list-style-type: none"> • Gained knowledge of food allergens which is invaluable • Chance to talk to suppliers and network • New healthy yoghurts sourced and negotiated upon – of direct impact upon our pupils and with particular reference to challenging eating habits for health reasons
Mental Health Masterclass	SJ	<ul style="list-style-type: none"> • Understanding the mental health issues that are much more common in schools • Understanding how to tackle the stigma around mental health • Strategies include the explicit teaching of mindfulness which is being trialled in our 6th Form
Numicon	SSt, BR	<ul style="list-style-type: none"> • Useful insight into the progressive development of Numicon and how to support pupils' learning with measure and money with Numicon • Many practical games shared – all to develop a greater early understanding of number • Some consideration of using Numicon to intervene and to better support pupils' learning in multiplication and division
STEPS training	AMW, SD, AE, JC, TS	<ul style="list-style-type: none"> • Detailed training to become STEPS trainers and to be able to deliver the first stage STEPS training at Westfield and in other TADSS schools • Will inform our practice around behaviour for the long term • Our aspiration is zero physical intervention with our pupils
Summer Moorlands training and assessment	JD, SD	<ul style="list-style-type: none"> • Day and night time navigation learned • How to lead a group around Dartmoor (in direct preparation for Jubilee Challenge and also strategies for DoE)
AQA GCSE Art Standardisation	CH	<ul style="list-style-type: none"> • Specific and detailed knowledge around the GCSE standards in order to support our GCSE cohort submission
Preparing for Adulthood (DfE) Study Programmes	KB, SJ	<ul style="list-style-type: none"> • More detailed knowledge of personalised study programmes and thinking through the experience of the young person
Garage Band on an ipad	JKM	<ul style="list-style-type: none"> • Software makes playing in an ensemble accessible or our pupils • Learned how to play and record • Will assist our pupils to understand the layering in music • Will support composing for our pupils • Now in use with two KS3 music groups
PS Financial User Group Meeting	KD, JS	<ul style="list-style-type: none"> • Gained an improved understanding of PSF software • Learned about new developments to the software package • Was able to gain specific answers to queries we had
Bereavement Training	SE	<ul style="list-style-type: none"> • Learned how to engage with bereaved children more effectively • Learned about the barriers to wanting or accepting support and some strategies to work through these • Discovered Blob resources to help work here

NT Directors' Weekend	MG, CSm	<ul style="list-style-type: none"> • Learned about stage-fighting and how to teach it, directly relevant for the Shakespeare festival performance 2016 • Learned about voice skills and this work around the physicality of voice skills will inform teaching straight-away • Input into how to direct closely for perfection, directly relevant to our Shakespeare performance • Learning about puppetry which is in use in teaching now
Using music, movement and rhyme for writing EYFS and KS1	TH	<ul style="list-style-type: none"> • Consideration of stage not age in the development of writing • Understanding the gaps from EYFS and KS1 that can usefully be revisited using music and movement • Direct impact into Learn to Move interventions which will now include aspects of literacy
Artsmark Network	CH	<ul style="list-style-type: none"> • Updating knowledge of the Artsmark application process ready to support our application for the next stage • Specific support given with writing case studies, as necessary for Gold Artsmark
Bryanston Education Summit	SSa	<ul style="list-style-type: none"> • Updated knowledge of current and innovative practice around assessment (Dylan William) • Innovative thinking around the demands and support that our pupils experience with their learning (Lucy Crehan) • Input on school leadership and steering a ship in turbulent waters
Managing Incidents of Sexting	SB	<ul style="list-style-type: none"> • Clear guidance as to procedures that reflect up-to-date practice • Developed expertise around how to handle incidents • Improved confidence to deal with this growing issue
Play for All	ET	<ul style="list-style-type: none"> • Good ideas for activities to engage ASD pupils in play • Development of knowledge about how play affects the learning process • Some PMLD input

SUMMARY OF INTERNAL/TADSS CPD 2016-17

Course/Conference	Staff involved	Impact on Pupil Outcomes
Middle Leader 1 and 2 Leading from the Heart Walking the Walk	LW, KW, EC, CH	<ul style="list-style-type: none"> • Development of work scrutiny to aid pupil progress • Development of role and responsibility to aid pupil progress • Learning about case studies and their usefulness • Specific learning about Ofsted and what it demands from middle leaders • Learning about emotional intelligence and team leadership
Whole-staff Attachment training	All staff	<ul style="list-style-type: none"> • Attachment learning cascaded and shared • Exploration of scenarios and reasons
Sept training day	All staff	<ul style="list-style-type: none"> • Developing ASD awareness • Simon Brookes was particularly successful in explaining 'the secret in others' heads' • Powerful reflections upon what it is to live with autism and what it is to be at school with autism • Powerful reflections to apply to our pupils on ASD behaviours and ASD relationships
ASD training	Targeted class teachers and TAs	<ul style="list-style-type: none"> • More precise understanding of ASD in relation to specific pupils • Development of reflection around practice and support for that, in order to modify our approach for ASD pupils • Practical strategies and resources to use with ASD pupils
Triad programme	All teachers	<ul style="list-style-type: none"> • <i>See Appendix 1</i> • Teacher learning and reflection all around improving outcomes for our pupils • Self-selected areas of focus according to class need such as levels of independence (and how to promote higher levels of independence) and strategies for settling a class to effective learning
The Learning Journey input and class trials arising from it	All secondary teachers and secondary class TAs	<ul style="list-style-type: none"> • <i>See Appendix 2</i> • Exploring practice across the secondary classes around feedback to pupils, engagement of pupils in their own learning and levels of independence demanded and delivered • Self-selected class team trials around area of interest including how to teach that making mistakes is a good part of learning, use of 'next step' feedback and demonstrable pupil action and strategies to promote further independence in learning, for example • Shared feedback from class trials in May with celebration of what has gone well and public airing of less successful trials too • Shifting the culture around 'learning' gently – what we call it, how it happens, what it looks like • Pupils will benefit from current research and practice around the learning process, personalised for our pupils here
Exploring our ideas and judgements around pupil independence (a TADSS research project being shared with Westfield staff along the way)	All staff	<ul style="list-style-type: none"> • Challenging long-held expectations • Thinking about certain scenarios and working with the hypothesis that support can be given too readily • Some suggestions and ideas for how to work differently and 'support' greater independence

Signalong training	Self-selected teachers and TAs AF, SSa, VR, MO, KW, RM, JS	<ul style="list-style-type: none"> • 16 week course • Introducing, learning and practising Signalong in order to support pupils who need sign-supported communication • Final assessment to ensure proficiency
Use of STAR	BR	<ul style="list-style-type: none"> • Improved knowledge about the function of behaviour • Input on how to use STAR analysis effectively • Will be helpful for pupils here who need us to analyse their challenging behaviours more closely
Maths Mastery training with Mel Lane	All primary staff, SD, SSt	<ul style="list-style-type: none"> • Introduction of proven successful methodology in teaching for conceptual understanding e.g. concrete-pictorial-abstract • Demonstration of lesson activities to promote deeper learning using mastery methods and resources • All maths lessons 2017-18 will be delivered using the aspects of mastery that suit our pupils
TADSS Leadership Internship Day	KW, CH	<ul style="list-style-type: none"> • Insight gained into the role of Assistant and Deputy Head at another school • Demonstration of a typical day to consider role and responsibilities in a different context • Increased confidence with some aspects of leadership
Feeling Right, Learning Well	SH, ET	<ul style="list-style-type: none"> • Detailed and inspirational input from an expert on the sensory diet • New strategies learned and ideas about sensory input gained • Specific input around the sensory needs of children with ASD, ADHD and MLD
Introduction to Self-Harm	JKM	<ul style="list-style-type: none"> • Overview of self-harm given • Understanding of how to behave around a child who is self-harming in order to gain their trust • Strategies for support learned
Let's talk about Sex	JW, EC	<ul style="list-style-type: none"> • Updating of knowledge about the PSHE topic of sex and relationships • Specific input on how to teach this topic to pupils with SEND

Triad 1

Focus on routines and settling

Lisa and Justine observed the start of the day in Wakeham. It was very calm. Wakeham have relaxing music (worship songs played on guitar, no lyrics, no voice) played at a low volume, non-intrusive. When the pupils entered, they knew their independent routines very well – learned and rehearsed many times. Adults and pupils were busy and pupils had jigsaw puzzles to get on with straight away in their individual bays. The classroom was very quiet. The big room with low numbers of pupils helps this approach. The class have purpose-built stacking jigsaw puzzle boards to achieve this. The class are given warnings towards the end of the session to prepare for transition. George was determined to talk but had a physical timer to restrict the length of talk (he needs to talk at the adult and off-load). He then settled down in silence. The register was done by pupils putting their own photographs on the board (non-verbal) and the pupils put away their own boards ready for the visual timetable for the day. During the puzzle section, the teacher reads home diaries and speaks to every pupil quietly and individually. The transition into the first learning activity (reading) was quiet, well-rehearsed and calm.

Karen observed the start of the day in Sandbanks. The pupils came in and settled, looking at the visual timetable on the board. The pupils look at the board for prompts and get on with their routine. Karen noted the positive interaction between pupils who were mostly keen to talk to each other and engage with each other. This is clearly very dissimilar to Wakeham where there is no desire for this social interaction. Lisa and the pupils sign the register and everyone signs back. They communicate their lunch choices in sign language. Corey is very comfortable and has lost the embarrassment around signing, as it is part of the class activity. Karen noted the inclusive and empowering approach to signing. Pupils then move onto their first activity which was a phonic activity around a single sign. Pupils have a certain group to join and key spellings to look at starting with that sound.

Lisa and Karen observed the Nothe class. The pupils wait and gather (visible to staff through the window) and sort out their own coats and bags etc. They might interact, play, read etc. and this continues for around five minutes. Justine feels very strongly that this is a real-life situation and a good start to the day; Justine also talked about giving pupils the freedom to interact without a member of staff micro-managing. There is a definite start when Justine opens the door and greets them. The pupils are happy to see each other whilst they wait and happy to begin the day independently; the escorts can come in through the other door and relay any information to staff. When the pupils come in, Justine and the TAs are busy welcoming and talking, assessing the dynamics for the day. Karen observed the difference in classroom talk volume level which was controlled and appropriate – but much louder than Wakeham. We considered together when noise is productive (like this) or more difficult to control; we also thought about the different levels of acceptable classroom noise depending on cohort. All pupils independently got out their handwriting books (the same every day) and began working in a settling, focused manner. Justine's register is done without verbal interaction or remark.

Discussion points considered by the Triad:

Established and calming routines

Confidence has been built in all pupils in very different classes

Appropriateness of routine for the pupils in that class

Level of support (visual and verbal) for the routine

Reflections:

Karen would like to introduce some signing into Wakeham to aid the ASD pupils

Lisa would like the school to consider their approach to sign language – the boys use BSL and not Signalong. Is there a fracture between the two systems when our deaf pupils use BSL? Justine wonders if we could do Signalong with BSL signs, or look at the most common signs and ensure commonality. Corey is learning BSL and needs staff to be signing back BSL, Lisa feels. Rhoda teaches the boys BSL. Lisa feels that there should be preparation for the teacher who will teach Corey in the future, in terms of them learning signs now.

Justine and Lisa will experiment with quiet and calming music as the pupils enter the room.

Triad 2

Focus on levels of independence

Jen R's lesson:

Kerry and Jen C saw Early Years 'free choosing' and they stayed to observe lunch too. The children's schedules meant they came in, took direction from their schedules and did not need prompting from adults. Kerry noticed that the children had been taught to turn over their schedules independently from the morning and were all ready to self-navigate for the afternoon. Jen and Kerry commented that sometimes this skill is lost further up the school and/or more prompting takes over. We discussed the level of need around the schedule and matching – being willing to make a personalised decision around the child when they don't need a schedule any more. There is some adult input needed here too around the child who thinks they don't need the schedule, but actually they do! We also talked about the need for schedules to look different (more grown-up) further up the school. Jen and Kerry were amazed at the calm atmosphere around all activities, ordered and effective.

Jenny C's lesson:

Jen and Kerry went to see science input with Jen C, disrupted by a fire alarm. There was an independent evacuation of the room!

Kerry's lesson:

Jen C and Jen went to see Kerry. On arrival, James was washing up independently following snack time. Harry was working independently at his work station and also putting his learning in the finished basket. Junior was independently working on his computer. Max needed some support to get started on his computer (tack problems). Harry responded to the timer and moved to the next activity seamlessly. James asked Marianne to massage his neck without prompting and continued with his learning effectively. Owen was functioning independently learning in the corridor and moved into the room quietly, used his schedule and self-navigated. Jen R noticed that Alfie helped himself to ear defenders independently and calmly continued. Every child had a help card available (with an icon chosen by them to make asking for help ok). Jen C and Jen R noticed Owen use a card successfully and get small input from Marianne. Jen R noticed that Marianne does not interfere and when needed to intervene, retreats as quickly as possible and gives the opportunity for the children to be independent. We had a discussion about staff being facilitators and not crowding the child or distracting them but being willing to move away and give independence.

Suggestion: to be thought about across the school – a personalised help card in their planner? Could be used in all lessons but they are in control of it.

Suggestion: TEACCH training to be offered by TADSS. Kerry also suggested that new class teams without the training could usefully spend time in Easton and see the approach in action. (Saira to talk to TADSS/ raise the suggestion with Aisla). Jen, Jen and Kerry feel that this approach could be used in more classes than currently (like the new Upwey).

PECS training is also something that Jen thinks we should invest in further, to increase the staff knowledge of the communication approach before the 'strip at snacktime' and to ensure that there is an upskilling in this area.

Triad 3

Donna, Simon and Craig

Focus on effective lesson starts

Donna's lesson

Donna uses the start to the day as a settling routine – puzzles or books with calming music. The music was observed as effective. George has chat time to exit the room and settle. The boys independently go to their activities and need little reminder. TAs were checking planners for information from home in this time. Donna writes in the planners every day and this is an established way of liaising with home that the parents engage with. Room set up with comfortable

seating and individual work stations, visual timetable on the wall above the large computer. Boys are reassured with the timetable and minor changes to the day. The boys also have their own individual timetables to detail the rotation activity. The boys choose their own golden time activity at the end of settling, in order to focus them on their golden time. We discussed this in light of STEPS and also the golden tokens, which are less of a contradiction.

Simon's lesson

Simon has a clear routine for the morning with individual activities set-up. The class have until 9am to choose and (if they want to) have some social time. Simon has persevered with this as an ideal choice to give, even though it is not always smooth. From 9am it became more formal, with a countdown, and then the class move to their seats and become engaged in more formal learning. Luis did not move or engage although neither did he make a fuss. The register was used to settle the class and everyone answered a question as a way of responding to the register – this is an approach that is always used. The class enjoyed this: 'would you like to climb a mountain or walk through a jungle?' and Simon often bases this around the topic curriculum. Sometimes pupils come up with the question to be used themselves. Simon runs through the timetable for the day and then uses a little whiteboard activity for literacy or numeracy. Class were ready for learning and moved smoothly into the next lesson.

Simon has some 'morning activities' which he will send to Saira for whole-school sharing; Craig and Donna thought these were great.

Craig's lesson

Donna saw Newton being settled. The class knew where to go for the demonstration table, everything was set up and ready to go visually. The class were quick to settle and listen for the demo. The class then dispersed to separate tables and organised themselves. Luis was a little reluctant to move but then, with time, moved and started to work – he is talented in art and engaged with time. Luis was settled well in a short time. The rest of the class engaged with a little processing time. Donna is going to use the same engaging activity in her art lesson with Wakeham now that she has seen it.

Triad 5

Mandy, Susie and Bev

Focus on independence and strategies which promote it in the classroom

Mandy's lesson: lots of independent writing with modelling and prompts. Long lesson time and students remained focussed and had choice. Susie noticed how much more able the entry level year 11 group was compared to any of the current college cohort. Mandy and Susie noticed some peer support being given by a vulnerable student and has thought about capturing this as part of transition. Lots of verbal work was done, including sophisticated vocabulary, which the group could cope with. Susie also noticed the informality (appropriate to age) and mature attitude of the group.

Bev's lesson: Susie and Mandy noticed how well the pupils coped with the high expectations. They all introduced themselves to the observers. Susie had help from a pupil who was unable to tell her verbally but managed to communicate using their schedules and pictures. All pupils were able to function independently because of the way the room was set up. It was noticeable that Bev and her team hold back on the amount of verbal communication. Structure and routines are paramount in Greenhill and Artur follows an individual programme, which allows the class to function so smoothly. Bev made the point that this has taken a long time to refine and is in a constant state of flux, not least to challenge the pupils constantly with a new routine which is like life changing.

Susie's lesson: Bev enjoyed the lesson which used the residential trip to teach division (around the rooms they were going to have). One girl had managed to use the multiplication grid to work out that division was the inverse of multiplication, totally unaided (she had been absent). Susie talked about moving this into real-life problem solving now. Bev noticed the motivation and the freedom apparent at College and remarked that it was a powerful force. Students were ready and keen to work. We talked about intrinsic motivation kicking in with the older learners. Bev noticed a lack of confidence in one pupil which soon disappeared. The group then went out to the shop unaided and had to spend money and come back with the correct ingredients and change, as a follow-on.

Bev really enjoyed moving out of primary and seeing progression in its broadest sense, as a learning experience. We talked about the benefit of seeing what each other is teaching.

Triad 6

Matt, Debbie, Clare H (Clare H unable to participate delivering a lesson due to midwife appointments)

Debbie's lesson:

Matt observed a session in which Upwey class were trying to use laptops independently, logging onto Busy Things or Reading Eggs. Prior to this, each pupil had completed an individual assessment to show their true ability. During this session each pupil had access to a log in card and knew what was expected of them to log on and use Busy Things. This *was not* planned as a session in which any other specific learning objective was set- other than to showcase independent ICT skills in class.

Part of the aim of this task, was to showcase what pupils could do independently during this session and that is exactly what was presented.

Clare's reflections on Matt and Debbie's lessons:

Clare said: 1. It was really nice to see two very different ages using the computers. Both not particularly formal or structured lessons which was nice to see in a way that helped me realise sometimes I'm trying too hard to teach.

2. The record/ assessment sheet Debbie was using looked really useful for passing onto new teachers and for tracking their basic IT skills.

3. I attempted to try teaching Powerpoint as Matt had thought was good to start them all younger on the Microsoft office so that they are familiar with it before they get to secondary but very quickly realised that there is a significant reason why we need to teach confidence and basic skills on the fun and simple programs at the younger age, I think it highlighted how even just logging on, recognising letters on the keyboard to enter log in, being able to read, are skills that are forgotten in IT and are essential to use these harder programs as well as organisational skills that many of ours don't have yet. Going between Google images and another program needed 1:1 support and actually just caused huge upset in my class (Harry actually broke a laptop at this point!)

4. I liked Debbie's use of the laptops daily to encourage the log on and typing skills independently.

I'm really sorry I couldn't be observed to show a more structured teaching of IT skills in my class, it would have been nice to get views of how I was doing, particularly from Matt being the specialist. I realise that busy things and jit2 might not be programs that they will use later in life but I feel the jump to Microsoft office is too great for the level of our children's learning and it is better to keep them on board and gaining confidence.

Debbie's reflections on Matt's lesson:

Debbie notes that Matt's lesson was with children working far above the levels and ages of her class so it was good to see the progression of skills going up the school but there was little correlation to her current class. This triad has been good for Matt to see what younger children can cope with in the lower part of the school, seeing the transferable skills (such as saving and editing) which can feed into Microsoft products further up the school. Debbie is excited about her class next year and feels that it will be very possible to teach the exploration of other types of software. Debbie noted that the learning on an e-safety poster that was demonstrated by Matt would be transferable to her class next year.

Debbie has now planned with Alice and Justine to meet the new Computing curriculum objectives for the first term and looks forward to the first day's training. Further support may be necessary and would be gratefully received.

Triad 7

Sue, Ean, Neill

An investigation into the application of maths (functional) through the school.

Neill's lesson was focussing on halves and quarters alongside using a map of the school and compass directions. One student (Jake C) was able to look at thirds and scale factor. Some prior learning was apparent (shading of a whole) and this lesson was done with the concrete, sharing items and parts of items to work out the fraction. The pupils had

to move around to find the clues and then action the learning. Neill talked about the moving needing to happen to enable the learning to happen – it is almost practical maths as well as functional.

Sue's lesson was also practical and involved getting up to measure. The group had learned the equipment and the units of measurement but the lesson was about choosing a suitable tool and measuring using a variety of units. Pupils were able to estimate to greater and lesser extents with Jack B sticking out as much more able. Pupils had to think through the method and identify their approach before just jumping in. Ean saw pupils challenged to select the right method for the right shape and size measuring. Pupils are encouraged to use metric measurements but obviously there was the capacity on the measuring tools to measure in imperial (and indeed the next lesson was going to be on personal measurements for prom clothing which had to be in imperial).

Ean's lesson was about subtraction, rounding and money. The students had to identify how they would use these skills in real life. The learning was set into a context of shopping and working out spare money. Students were grappling with counting on or counting back, either being suitable for subtraction. The worksheet broke down the steps and students thought about precision and different ways of working out for different purposes.

This triad found benefit in examining and sharing the different ways of teaching functional maths. There was a direct link to Mel Lane's current work in terms of being able to share the learning with someone else to prove you really understand it. There was also the concrete – pictorial – abstract link through these lessons. The triad have thought a lot about moving from concrete understanding to maths language and the various ways of getting there. The triad are enjoying lots of confirmation from Mel and the maths mastery – depth of understanding needs a functional approach to confirm and Ean is going to trial the students writing their own questions to test depth of understanding. The students will also have to be sure about which method they would use and why, describing their thinking. The triad have thought a lot about the approach to take and the reason why, in teaching key mathematical concepts. The triad have thought about the word 'functional' and what it means to our students.

Appendix 2 Class Team Trials around The Learning Journey

Class Team/Teacher	What will you try and do?	How will you support it?	What will the learners gain?
Wakeham	Turn topic planning upside down and conduct independent enquiry led by pupils' own questions around 'What was lifelike for a child my age during WWII?'	Range of resources to support whichever questions emerge CD Rom Books Artefacts (note: support for ASD boys needing to find the 'right answer')	More intrinsic motivation for learning Self-organisation Research skills Enhanced pride in work
Lulworth	Improve independence of Kieran Davies in literacy, particularly writing	Word banks Dictionaries Remove heavy support Raise expectations ELS	Self-belief Independence Improved skills in real terms
Cove	To use 'next steps' with feedback in DT (chosen safe environment to begin this work with, plan to move on in other areas too)	Footstep stickers Enhance current RAG system towards effective self-assessment	Deeper engagement with the learning process
Wyke	Lead a move towards good mistakes	Model adult response Enhance use of 'ooops' Work around 'it's ok to be wrong'	No meltdowns No shutdowns The ability to move on Avoiding 'I'm wrong so my brain freezes'
Newton	Increase levels of independence around organisational skills of three specific students	Encourage Reward Time episodes of self-organisation Incentivise Visual support Reduce verbal prompting	Improved awareness of own property Improved awareness of how to plan for task Confidence Sense of achievement Self-esteem Maturity around independence
Craig - Art	Make pupils more resilient to making 'mistakes' and more able to see it as 'learning'	Structure of task Encourage drafting Structure planning Support process of drafting/learning before the finalpiece	Learn how to develop an idea Learn how to try several different ideas first Learn not to pick their first idea but spend a little time Become more creative thinkers, in time
Matt - ICT	Develop pupils' ability to help themselves, make good mistakes and not overly-rely on teacher	Develop language around mistakes - FAIL First Attempt In Learning Create safe environment Focus on successes Develop greater planning skills/allow trials which go wrong readily	Confidence Resilience Independence Ability to take risks Ability to embrace 'going wrong' as part of learning
Ringstead	Let go of control and allow more peer assessment and input in film-making	Lots of groundwork for both film-making and analysis to give framework	independence
Radipole	Get pupils to make and recognise good mistakes	End of day tutor group activities around making mistakes and accepting challenge	Ability to cope with making (and learn from) mistakes New attitude towards mistakes and seeing it as learning
Radipole	Get pupils to accept and tackle an open-ended task	Introduce an open-ended task with no support	Ability to navigate own learning more successfully

		Allow pupils to attempt it Talk about approaches afterwards	
Radipole	Independence in residential activities	Tutor group work beforehand Lots of preparation Discussion about what will happen and what is expected – and why	Ability to push their boundaries Taught acceptance of being out of comfort zone Understanding of independence
Mandy and Sue	Work with a larger group of pupils to build an ambitious Tigger with lights and sounds	Show designs in small stages Plan in small steps	Ability to function as part of larger team Ability to understand their own small contribution in larger scheme Opportunity to showcase their learning in carnival
Sixth Form	Learning how to make and recognise good mistakes	Using peer feedback more closely Teaching problem solving strategies Celebrating mistakes Filming the students to take a lead from: 'what do you want to do more easily?' Use puppets to show different strategies to use Assemblies on mistakes Make a 'mistakes' display board	A range of approaches to making good mistakes Develop resilience Input into the skills/areas of learning Understanding that mistakes are part of learning
Sixth Form	Use of 'next steps' in feedback	Help the students to identify how to do it Work as a staff team to develop	Proactive engagement with teacher feedback
Sixth Form	Revisit prior learning to identify and action improvements	Help to proof-read and check work Develop peer support with proofing and checking	Students taking ownership of their learning Students in control
Sixth Form	'Now you teach me...' Students to explain and demonstrate the topic (prior learning) to the teacher to show understanding	Supportive environment Time for discussion first, as a group Resources provided by teacher to support	Deeper embedding of understanding of topic Confidence Peer support Team-approach to learning